

## Data Notebooks

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**School:** Leslie County High School

**District:** Leslie County

**Implementation Date:** 01/01/1900

**Submission Date:** 03/15/2013

**My Superintendent/Principal is aware of and approved the submission of this "Best Practice".** True

**How many students did this Best Practice impact? School Wide:** 500

**School Level/Grade:**

- 9th Grade, 10th Grade, 11th Grade, 12th Grade

**Identify and select the standard that relates to the purpose and direction as stated in the Kentucky AdvancED Standards.**

**Standard 5**

**Using Results for Continuous Improvements**

**The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.**

**(Approach) Describe how the practice aligns to the organization's goals, and how it aligns with students, parents, staff and the community.**

One of the major goals at LCHS is to utilize data collected from various sources to inform instruction; while also encouraging students to take ownership of their own data to use for setting their own goals. Student and teacher accountability is evidenced through the maintenance of data notebooks. Teachers are responsible for analyzing their own student data collected through a formative assessment tracking chart, summative assessment tracking chart, in addition to other data collected from universal screeners and benchmark assessments. The teacher uses this data to determine what is needed for each class and each student to continue to progress to meet their goals. Beyond this, students keep their own data in their data notebooks for Reading and Math. Students use their universal screener data to set long-term and short term goals. Students also plot their performance on classroom assessments to track their progress in the class. Students keep records for attendance to set a goal for their own attendance. In addition, students are also charting their progress on daily learning targets. These notebooks are integrated into the regular instruction and are referenced by teachers regularly. Periodically administrators meet with students to examine their goals and have crucial conversations about their progress.

**Describe the current situation before the practice was developed. Note reasons why improvements were needed.**

Prior to the development of this process, data was being collected but not being used to its full potential. Teachers had limited access to student data from screeners and school accountability measures. In addition, assessment data was being reviewed and disaggregated after the state assessment only; as opposed to using the data throughout the school year to assist in student learning. Therefore, there was a prevailing need to make students aware and accountable for their own data, instead of feeling like they were continually tested. Furthermore, interventions were not being made for students based on the data collected. Consequently, there was a dire need for a system to streamline the assessment and data process to allow for students and teachers to integrate data into their "mindset" for learning.

**(Deployment) Describe the process used to develop the solution which became the Best Practice (or promising approach) and describe the implementation process.**

The collection and use of data was integrated into the school Non-Negotiables; but it was difficult for teachers and students to properly utilize the multiple sources of data. Therefore, as the PLC groups were formed, each group became responsible for examining their own data as a team to begin making instructional units that were based on data. Through the PLC process, each group developed benchmark assessments and used the data collected from those and from universal screeners to create lists of students that were "on the CUSP" and needed more interventions. This data was used to adjust student schedules, prepare RTI placements and assignments, and develop units. However, the data needed to be shared with students. In this practice, the data is shared within the notebook, dependent on the subject area. The student is aware of how they performed, their strengths and weaknesses, and how they

can improve their performance. In addition, this was a perfect place to illustrate how attendance and other factors influence student success. Once the notebooks were created, members of the Administrative Team met with students on Data Day. Prior to Data Day Talking Points were created to prompt consistent communication throughout every student conversation. During this event, each student shared their data and was involved in a crucial conversation about improving their performance. Finally, after the initial implementation, teachers and students were expected to utilize data notebooks regularly. Administrators integrated this into the Walkthrough Instrument as a mechanism for ensuring the full implementation of this practice.

**(Learning): Describe the tangible results achieved, including trends for summative (outcome) and formative (leading) indicators, and the comparative data used to suggest that this is a Best Practice or, promising approach.**

After the first round of implementation, teachers noted trends for improving student performance on a variety of indicators. First, assessment data collected from the next round of screening immediately after implementation in 2011, indicated growth in all areas. For the Spring Test C Reading assessment nearly 63% of 10th grade students were Proficient and there were no Novice scores; as compared to the 53% Proficient and 17% Novice that were score by the same class for Test B. Since then, data notebook use has expanded to all grades and through several other content areas. Students are able to discuss their progress with detail and accuracy, as they are aware of their progress and how the assessments are used. Student attendance has improved because students see the correlation between attendance and success. Furthermore, many teachers credit this practice as being how our school has achieved the success that we have achieved in the past two years, as it is a process that helps all content areas because students are learning the skills of organization, accountability, and goal setting.

**(Integration): Lessons learned and future plans to sustain this best practice.**

Through the implementation of this practice, we have learned that student success is multiplied when students understand their own strengths and weaknesses and use this understanding to set goals for themselves. Students need the critical conversations that occur on Data Day. Students need to practice the skills of organizing and planning their own performance. Furthermore, this process allows students to see that success is possible for everyone. Tests and assessments help teachers help students and this concept is clearly evident in this practice. Futuristically, we plan on expanding the use of Data Notebooks to all content areas at our school. Provisions and plans are being designed to begin implementation at earlier grades at the feeder schools as well.

**List any training materials/resources that could be shared with other schools and a description of how the materials/resources are being used.**

We developed several documents that are used in the notebook and for the deployment of Student Data Day that could be shared with others.